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ABSTRACT

This package is the eighth of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include seven modules that pertain to two role statements. The role statements describe the trainee objectives to demonstrate (1) ability to incorporate an adult counseling and guidance program into a general adult education program (4 modules) and ability to coordinate an adult counseling and guidance program as an integral part of an adult education program (3 modules). Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles).
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SKILLS FOR ADULT GUIDANCE EDUCATORS.

Package 8

Designing and Coordinating The Adult Counseling and Guidance Program

Developed by
the
ADULT EDUCATION PROGRAM
of the

Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Introduction

This package is designed to acquaint the trainee with the techniques of integrating a counseling and guidance program into an already existing Adult Education program. The trainee is encouraged to use the resources available in local program settings for completing these modules. These modules may be completed with a minimum of supervision.

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Role Statement 14.O

Demonstrate ability to incorporate an adult counseling and guidance program into a general adult education program

MODULE 14.1

TOPIC

Gather background information to learn both components.

LEARNING OBJECTIVE

The trainee will gather background information about the components of an adult counseling and guidance program.

RATIONALE

In order to have an understanding of a counseling and guidance program as an integral part of an adult education program, you must become aware of the components of such programs. One of the best ways to do this is to find out what others consider these components to be.

PREASSESSMENT

Cite 12 questions you would ask of ABE center personnel in order to find out what counseling and guidance services take place in your community and the scope of those services.

LEARNING ACTIVITIES

Learning Activity One

Read at least three selections from the bibliography (see Appended Materials A). Note suggestions about types of counseling programs that are considered feasible and/or effective. Take particular note of the components of the counseling programs described.

Learning Activity Two

Visit a minimum of two on-going adult education programs. Observe, if possible, the counseling services. Talk to teachers and students about how well they feel counseling/guidance needs are being met. Formulate a list of 12 questions to take with you. Write a summary of information obtained and tabulate the responses to your questions.

POSTASSESSMENT

Complete preassessment.

APPENDED MATERIALS

- Apps, Jerold W. Toward a Working Philosophy of Adult Education. Syracuse, New York: Syracuse University Publications in Continuing Education and ERIC Clearinghouse on Adult Education, May, 1973
- Caughlan, James C. and Daniel W. Fullmer. "Developing a Counseling Center for Adults," Adult Education, Winter, 1960, pp. 81-84
- Cross, Patricia K. Beyond the Open Door. San Francisco, California: Jossey-Bass, 1972
- Ellis, Robert A., Leona Tyler and Mark M. Greene. Planned and Unplanned Aspects of Occupational Choices by Youth: Toward a Morphology of Occupational Choice. Eugene, Oregon: University of Oregon Press, 1967
- Farmer, Martha L., Ed. Counseling Services. Metuchen, N.J.: Scarecrow Press, 1971
- Farmer, Martha L., Ed. Student Personnel Services for Adults in Higher Education. Metuchen, N.J.: Scarecrow Press, 1967
- Grabowski, Stanley M., Ed. Paulo Freire: A Revolutionary Dilemma for The Adult Educator. Syracuse, N.Y.: Syracuse University Publications in Continuing Education and ERIC Clearinghouse on Adult Education
- Hatch, R. N. and B. Steffle. Administration of Guidance Services: Organization, Supervision, Evaluation. New York, N.Y.: Prentice-Hall, 1958
- Jensen, Gale, et al. Adult Education: Outlines of an Emerging Field of University Study. Washington, D.C.: Adult Education Association of the U.S.A., Commission of Professors of Adult Education, 1964
- Klein, Paul E. and Ruth E. Moffitt. Counseling Techniques in Adult Education. New York, N.Y.: McGraw-Hill, 1946
- Klevens, Chester, Ed. Materials and Methods in Adult Education. Klevens Publications, Inc., New York, N.Y.: 1972
- Nejedlo, Robert J. Counseling: A Central Component in Adult Education. Project ACT. Northern Illinois University, DeKalb, Illinois
- Porter, Lee. "Adults Have Special Counseling Needs," Adult Leadership, March, 1970, pp. 275-276
- Taylor, Elizabeth R., Ed. A Guide for Adult Education Counselors. The University of the State of New York, Albany, N.Y.: 1970

Thompson, Clarence H., Ed. Counseling the Adult Student. Des Moines, Iowa: Drake University, 1967

Verner, Coolie and Alan Booth. Adult Education. Washington, D.C.: The Center for Applied Research in Education, 1964

Vontress, Clemmont E. and Harold A. Thomas. "Counseling Adults," Adult Leadership, December, 1968, pp. 279-280, 289-291

Wientge, King M. "A Model for the Analysis of Continuing Education," Adult Education, Summer, 1966, pp. 246-251

Williams, Helen E. "Development of a Counseling Program in a School of Adult Education," Adult Education, Autumn, 1959, pp. 12-21

MODULE 14.2

TOPIC

Conduct community analysis.

LEARNING OBJECTIVE

Conduct an analysis of a community for which a counseling and guidance program is intended.

RATIONALE

A community analysis will make the trainee aware of the type of community he/she will be working in. It will pinpoint the types of counseling services already functioning in the community. These can be added to a file for referral services in counseling at an adult education center.

PREASSESSMENT

Write a community analysis report which includes the following:
a) background history of the area, b) geography, c) population, d) occupations, e) educational opportunities, f) cultural resources, g) social/civic activities.

LEARNING ACTIVITIES

Learning Activity One

Make a profile of your community. Write a report on the following information:

- a. Five facts about the history and geography
- b. Three facts about the population
- c. Four facts about occupations
- d. Eight facts about education and cultural resources
- e. Five facts about social/civic activities.

(See Appended Materials.)

Learning Activity Two

Interview at least one person from each of the following community groups:

1. Church or religious group
2. Cultural society.
3. Parent and/or family organization
4. Civic
5. Professional
6. Welfare or social service agency
7. Educational facility
8. Business or industry

The purpose of the interviews is to learn what kinds of educational activities and the type of counseling, if any, they provide. Interviews can be conducted in person or by phone.

Prior to the interviews, formulate at least five questions. Ask about the type of organization, about the counseling services offered by the organization and about their adult education programs.

Write up the results of the interviews. Add this information to your community resource file. (See Role Statement 10.0; package six: Demonstrate knowledge of community resources agencies.)

POSTASSESSMENT

Complete preassessment.

APPENDED MATERIALS

To obtain the information listed below check with government agencies, county court house, city hall, public library, local historical society and/or school districts.

Suggested items for community profile analysis:

History and Geography

- a. Geographic location
- b. Transportation problems
- c. Historical development
- d. Types of housing
- e. Natural resources
- f. Neighborhood or ethnic groups

Population

- a. Total population
- b. Racial groups
- c. Population characteristics (age, sex)

Occupations

- a. Dominant industries
- b. Seasonal employment
- c. Numbers of skilled, unskilled, professional, service workers
- d. Trade unionism (active, strength)

Education and Culture (list by number, describe when possible)

- a. Public school system(s)
- b. College, university, extension service
- c. Private schools (by type and number)
- d. Commercial schools (by type and number)
- e. Religious schools
- f. Cultural organizations (by type and number)
- g. Avocational organizations (by type and number)

Social/Civic

- a. Community health programs
- b. Service clubs
- c. Religious and church groups
- d. Welfare and social agencies
- e. Political groups

MODULE 14.3

TOPIC

Explore activities of counselor functions.

LEARNING OBJECTIVE

The trainee will explore specific activities of a counselor.

RATIONALE

Activities and services are an important component of counseling in Adult Education. Trainee should become aware of what some of the activities and services are if he/she is to work in an adult education setting.

PREASSESSMENT

A counselor functions in each of the following areas:

1. Educational
2. Vocational
3. Personal
4. Social/Community

At least four activities are included under each of the above areas. List a minimum of one service a counselor might perform for each activity.

LEARNING ACTIVITIES

Read Farmer and Klein and Moffitt (see Module 14.1, Appended Materials) to find lists of specific counseling services that can be made available to adult students. Using the list of activities in Appended Materials (Appendix A) match at least one service a counselor can offer with each of the activities listed. After you have finished your list compare it with the list in Appendix B.

POSTASSESSMENT

Completed list of services.

APPENDED MATERIALS

APPENDIX A

SUGGESTED COUNSELING ACTIVITIES FOR ADULT EDUCATION PROGRAM

Areas of Counseling

Educational

1. Knows range of classes available
2. Health services available
(physical/mental)
3. Financial aid
4. Liaison with college entrance
5. Follow-up in college;
vocational program
6. Orientation

Vocational

1. New training; skills
2. Updating skills
3. Retirement
4. Job entry skills
5. Preretirement

Personal

1. Skills evaluation
2. Knowledge evaluation
3. Emotional problems
4. Housing
5. Transportation
6. Tutoring

Social/Community

1. Cultural activities
2. Recreation facilities
3. Hobbies, crafts
4. Group interaction
5. Field trips
6. Community concerns

Note: You may use this list or formulate activities of your own.

APPENDIX B

Services of Counselors:

Education

1. Knowledge of classes offered; content of classes, community classes in terms of student goals
2. Information on student health and student supportive services; mental health; and referral-liaison
3. Information on financial aid from school, private sector, community and federal government; ability to obtain such aid with students
4. College entrance procedure; time schedule; registration requirements
5. Check with instructors and students on progress in classes; help with adjustment
6. Introduce students to campus facilities, privileges, responsibilities

Vocational

1. Knowledge of the programs available and requirements for training people in new skills
2. Knowledge of programs available for updating skills; qualifications
3. Knowledge of classes; programs available for retirees
4. Knowledge of classes; programs available to assist attainment of job entry skills/qualifications
5. Ability to help in preretirement planning

Personal

1. Testing; setting long-short term goals; open doors; show how it is done
2. Ability to conduct on-going evaluation of student progress; work with student and teacher to meet student's goals; willingness and capability to do follow-ups on students
3. Listening skills; counseling skills using own theory of counseling; ability to know when to seek outside or additional personal counseling for student; group counseling

4. Obtain information about housing: knowledge of tenant's rights; homeowner's protection; day care and other survival services; liaison with community agencies
5. Transportation: bus schedules; reduced fares; car pools; public agency liaison
6. Tutoring: volunteers; work closely with teachers; college credit for tutoring

Social/Community

1. Awareness of local cultural, civic and recreational activities in the community--speakers; plays; films; reduced ticket rates
2. Use of gym; awareness of athletic events; PE classes--school and community; fair; outings; displays; exhibits
3. Ability to publicize activities and share information with students
4. Ability to conduct or to arrange T-groups and discussion groups
5. Ability to conduct or to arrange field trips
6. Arrange for speakers; arrange trips to civic functions; consumer information; common projects; liaison with common resources (i.e., extension services); functions of government agencies; civic involvement

MODULE 14.4

TOPIC

Develop flowchart for physical layout of adult education program.

LEARNING OBJECTIVE

Construct a flowchart for the physical layout of an adult education program in which counseling plays an integral part.

RATIONALE

A flowchart can show the coordination necessary if counseling is to be an integral part of an adult education program. It can clarify your idea of what adult education involves in a physical setting.

PREASSESSMENT

Given personnel and areas of expertise in an adult education setting, design a flowchart that will show how each area interacts with the others. The personnel and areas are as follows:

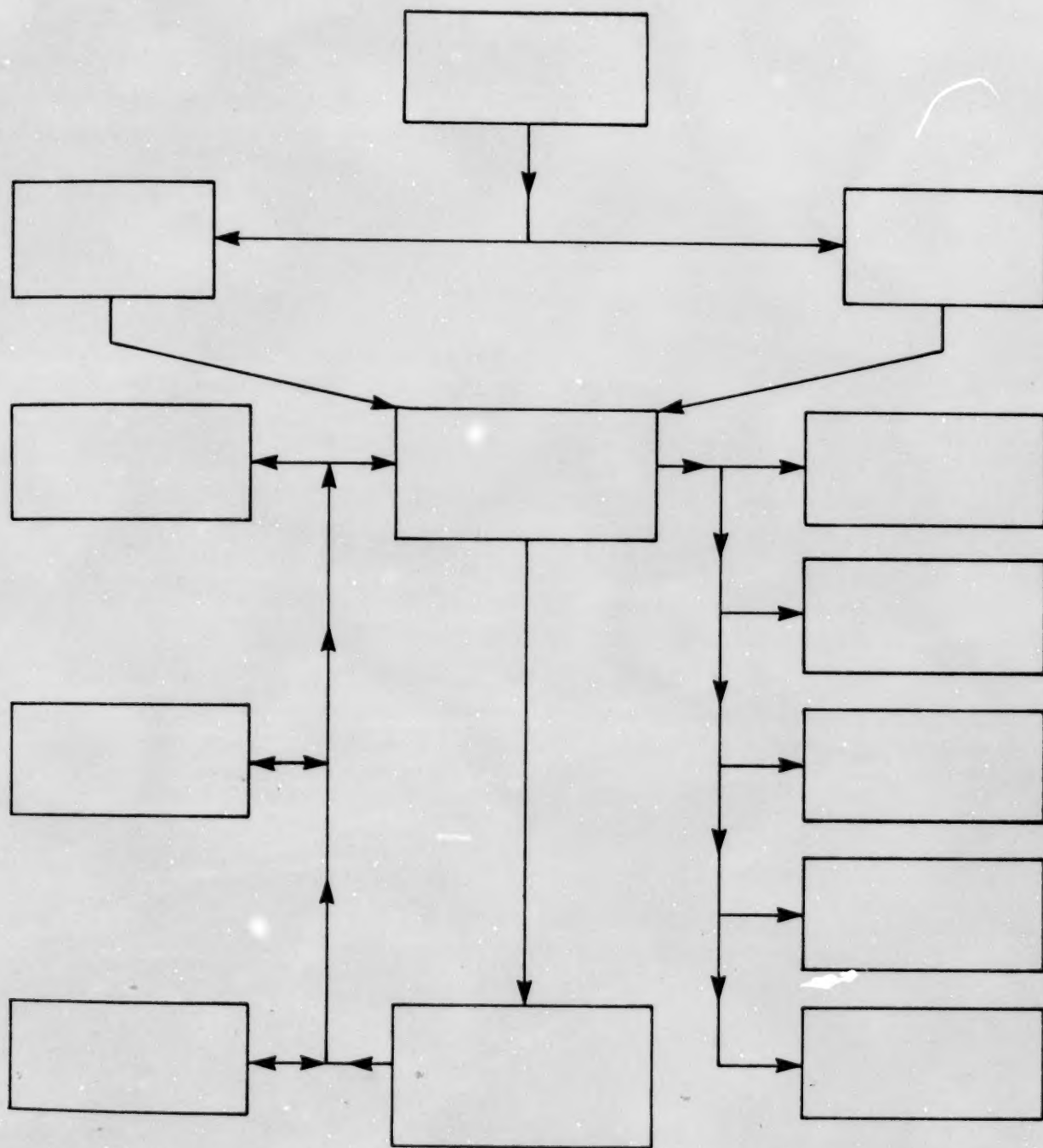
1. Secretary (initial contact)
 2. Director of Adult Education
 3. Coordinator of Adult Counseling
 4. Counselors (testing, goals of students, counseling-guidance, referrals)
 5. Community Adult Education Programs
 6. Community Counseling Services
 7. Other community programs and agencies
 8. High School Completion
 9. Community College Programs
 10. Teacher/Counselor Orientation/Placement ABE
 - a. Teacher GED can advance from C to A and can advance to counselor for additional help
 - b. Teacher Intermediate
 - c. Teacher Beginning Skills Reading/Math
- Intake Interview
- Community Referrals
- In-school Referrals

LEARNING ACTIVITIES

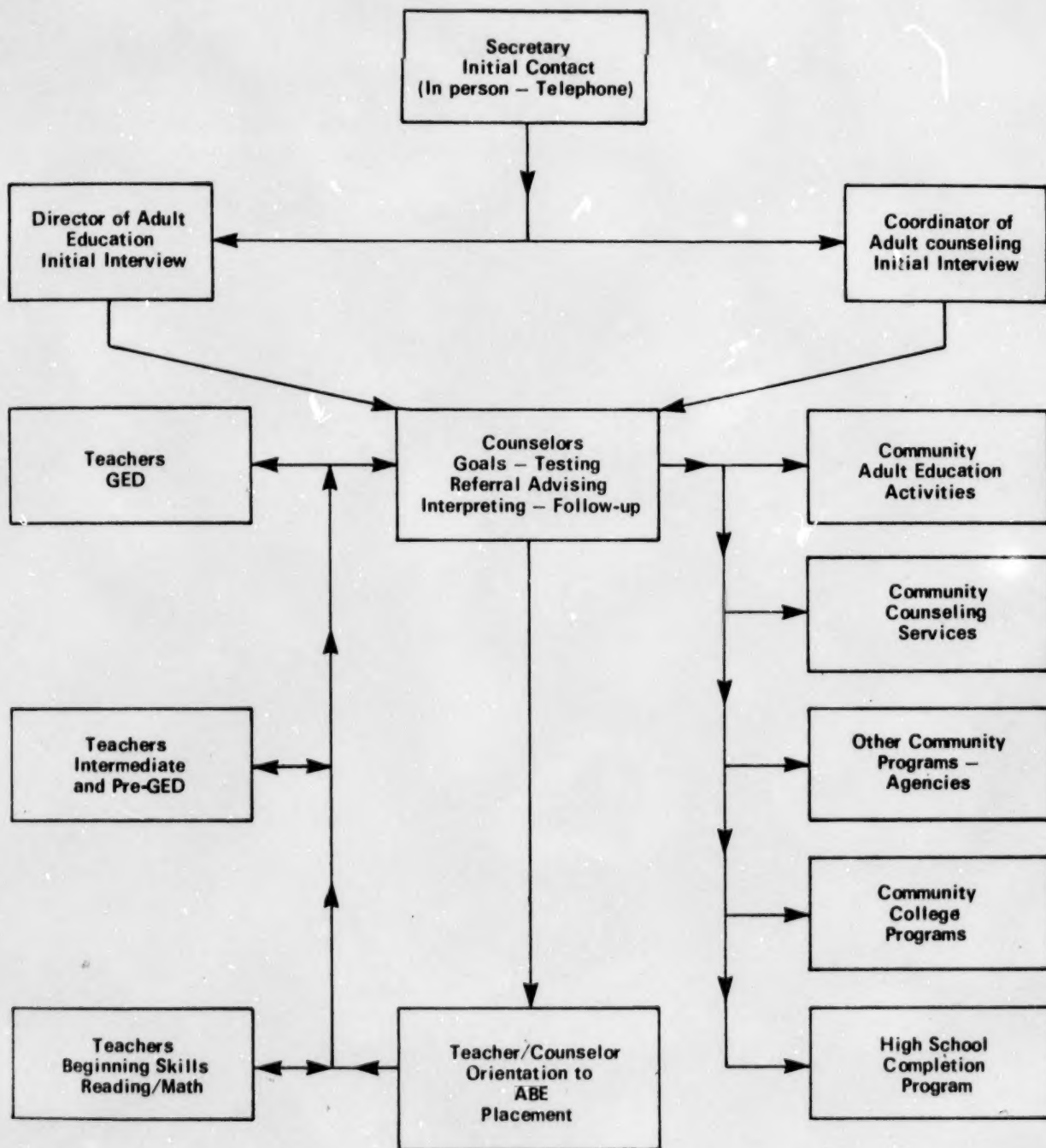
Using the list of personnel and areas of expertise from the preassessment, fill in the flowchart on the next page. To check your chart, see Appended Materials.

POSTASSESSMENT

Draw the flowchart correctly from memory using only the items listed in the preassessment.



APPENDED MATERIALS



Role Statement 15.O

Demonstrate ability to coordinate an adult counseling and guidance program as an integral part of an adult education program

MODULE 15.1

TOPIC

Establish communication guidelines among team members.

LEARNING OBJECTIVE

Trainee will identify and evaluate types of communication among team members in a work setting (counselors, instructional staff, and directors).

RATIONALE

Good communication and effective teamwork between counselor and teaching staff are imperative if the Adult Basic Education program is to function with a student-centered approach.

The director, teaching staff, and counselor must know what other members of the team are doing and what services they are capable of rendering. There should be optimum interaction and a free flow of information among all team members.

Good communication is achieved when the whole staff has a clear understanding of the objectives of the program and subscribes wholeheartedly to them.

Effective communication brings about a pooling of effort toward a common purpose--to help each student achieve his goals.

PREASSESSMENT

1. List five possible lines of communication between counselor and instructors. Describe how each would be an effective means of communication.
2. Evaluate the channels of communication in one adult education program. The evaluation must list the types of communication used and their effectiveness. Measure by the following criteria:
 - (1) Does every staff member have the opportunity to receive and pass on information relative to student test records, student goals, synopsis of student interview, and educational program?
 - (2) Are regular opportunities provided for exchange of ideas and concerns among staff members?

LEARNING ACTIVITIES

Learning Activity One

Visit a minimum of two work settings (ABE settings, other educational settings, employment offices, or any other settings where you would find counselors and staff working together) and observe established interstaff communication. Quiz counselors, teachers, and directors about:

- a. Need for communication lines
- b. Workable plan of communication in their center
- c. Participants in this exchange of information regarding students
- d. Problems experienced regarding communication
- e. Suggestions for improvement

Submit short written reports on your observation.

Learning Activity Two

After visiting the work settings and observing interstaff communication, read about staff communication in a minimum of three journals, newsletters, periodicals, or texts. Suggested references are included in the Appended Materials. Submit a short synopsis of your reading.

POSTASSESSMENT

Complete preassessment.

APPENDED MATERIALS

SUGGESTED REFERENCES

Adult Leadership

- "Developing a Counseling Center for Adults," Vol. X
- "Counseling with Adult Students," Vol. 20
- "Adult Teachers Are Counselors," Vol. 10
- "The ABE Counselor--A New Guidance Role," Vol. 19
- "Counseling in ABE Programs," Vol. 15
- "Communications Gap in ABE," Vol. 20

Adult Student Personnel Association, Inc.

- "Counseling the Adult Student," (ED 025 791), ERIC Document Reproduction Service, P.O. Drawer 0, Bethesda, Md.
- Region VII Staff Development Project (Series of two workshops)
 - "Institute for Counselors of Adults." Hutchinson Community Junior College, Hutchinson, Kansas
 - Wichita Area Vo-Tech Institute, Wichita, Kansas

Counseling in Adult Basic Education, Jessee & Long (eds.). University of Missouri, Kansas City, Missouri

Guidance and Counseling in Adult Basic Education, Scott. Florida Junior College, Jacksonville, Florida

Guidance Services for Adults, Vol. 30, Simpson. California State Department of Education, Sacramento, California

Guidance Services for Adults, Christian. Board of Public Education, Pinellas County, Florida

Counselor Competencies Needed in Career Education, Hoyt. University of Maryland, College Park, Maryland

Counseling: A Central Component in Adult Education, Nejedlo. Department of Education, Colorado State University, Fort Collins, Colorado

A Guide for Adult Education Counselors, Taylor. New York State Department of Education, Albany, New York

MODULE 15.2

TOPIC

Explore student orientation procedures in an ABE program.

LEARNING OBJECTIVE

Trainee will describe an entry and orientation program that will provide a supportive environment for the new student. The description will include the planning stage, knowledge of student questions and concerns, and the specific role of the counselor in orientation.

RATIONALE

Adult educators are increasingly realizing that many individuals have to go through a marked period of adjustment before they can settle down to study. Many are going through a period of change and adjustment in their personal lives. They often have built in fears and distrust about school. Many students feel that they simply do not have adequate skills with which to undertake successful participation.

PREASSESSMENT

1. List at least three methods of obtaining staff and student input in planning student orientation.
2. List a minimum of ten questions and concerns that a student needs answered at an initial meeting. Range questions from "Where should I park?" to "What is the class content?"
3. List at least five items of information a counselor could give a small group of new adult education students. The items can include answers to some of the questions raised in "#2" and should definitely include types of help the counselor is able to provide for the student.

LEARNING ACTIVITIES

Learning Activity One

Interview at least one adult education administrator and one adult education instructor for their suggestions concerning how to obtain input from students and staff on student orientation needs.

Learning Activity Two

Observe an education setting in which several new students are being oriented. (If acceptable with those in charge, actually participate in the session as if you were a new student.) Note any tests or questionnaire given the students. What materials were presented? Record your own reactions and those you pick up from students around you.

Discuss your findings with the people that conducted the session to understand their motivations. Jot down your impressions. What could have been done or said to put students at ease? What shouldn't have been done or said? Does everyone know what is expected of him in the future--when to return, where to park, where to find the restrooms, the availability of staff help, their names, etc.?

Learning Activity Three

Discuss with a minimum of two counselors who have worked with adult students pertinent information they can give students who are returning to school. Find out their methods for getting to know new students, specifically methods for putting students at ease. Do they have advice concerning language, mode of dress, attitudes that should be employed when addressing students?

Learning Activity Four

Examine Appended Materials. Then, read the sections dealing with orientation in at least two of the resources included in the Appended Materials (Appendix B).

OPTIONAL LEARNING ACTIVITIES

Optional Learning Activity One

Repeat Learning Activity "Two" in a different class setting.

Optional Learning Activity Two

Discuss with students who have been actively participating in adult education programs their feelings in retrospect concerning their orientation, testing, and initial placement.

Optional Learning Activity Three

Role play with peers a situation in which you are a new student entering a learning environment for the first time in ten years, one in which you assume that the others around you are educationally superior and perhaps the majority are of a different race or background than yourself.

POSTASSESSMENT

Complete preassessment with one hundred percent accuracy. Cite at least one "expert" source to substantiate your answers.

APPENDED MATERIALS

APPENDIX A

(Example Only)

WELCOME...

We hope you'll find your experience at the learning center pleasant and rewarding. The following pages attempt to answer some of the many questions that you may have. These and additional questions are discussed in orientation sessions. Feel free to ask any of the staff questions regarding the program. Our purpose is to assist you in achieving your academic and personal goals.

What is a learning center?

A learning center is a location where a variety of people work on a variety of subjects at a variety of achievement levels. As new students are continually enrolling at the center while others are meeting their goals and going on to other pursuits, every student has his own individual study program designed specifically to meet his individual needs. Mini courses are often provided for group interaction and learning. Participation in these classes is always optional.

Who may enroll?

Any adult, 16 years of age or older, who desires basic education skills, a GED (high school equivalency) certificate, English as a Second Language classes, or a refresher course in basic skills (level 1 through 12) is welcome. Students under 18 years of age must obtain a high school release before enrolling and a state department waiver before taking a GED test.

When do students register?

Students may enroll at any time during a term. On campus we suggest that new daytime students come at 9 a.m. on Monday and that new evening students come at 7 p.m. on Monday.

Where are classes held?

Campus classes, both day and night, are held in building 1530. Night classes are held at South Salem High School, Dallas, Independence, Silverton, Mill City, Yamhill-Carlton, Jefferson, Willamina, Stayton, and Lake Labish. Both day and evening classes are held at McMinnville. For location and schedule of classes contact the learning center.

When do classes meet?

Day classes in building 1530 are from 9 a.m. to 3 p.m. Teachers are on duty from 8 a.m. to 4 p.m. Campus evening classes are held Monday and Wednesday from 7 to 10 p.m. Outreach classes are held two evenings a week as scheduled.

Where do students park?

Students may park in any of the parking areas except the places in front of the main building which are reserved for visitors. Close-in parking is provided for handicapped students and visitors. Parking permits will be issued in orientation session.

When are coffee breaks?

Regular coffee breaks are scheduled and, fortunately, the food service building is located next door to the learning center. Coffee is also available in the student center. Students are encouraged to move around and take breaks as needed, especially when fatigue, nerves, back problems, etc., are interfering with studying.

What about a schedule?

Instructors will keep students posted on mini class schedules and special programs and will assist students in scheduling their study time. It is hoped that students will eventually schedule their own time in the manner that is most productive and efficient for their individual needs.

How is attendance checked?

Students record their own attendance each day by signing in and out with their assigned instructor. We urge all students to sign the roll sheets as we're required to keep an accurate count of the student hours that the center is in use.

How many hours should a student attend?

We encourage students to attend as many hours as possible. Students who are sponsored by an agency and veterans are required by their sponsoring organizations to spend a specific number of hours in class. These students should check with their counselors to determine what is required of them.

Where can I get lunch?

The food service building has both a cafeteria and a sandwich grill. There are vending machines in the student lounges. Because of a campus

policy, we ask that you do not plan to eat or take coffee breaks in the learning center.

What is the grading system?

There is no grading system of the kind you may have associated with school. When the student enters the program, he is evaluated to determine his starting levels. We'll continually re-evaluate students to determine progress.

What about fees?

There are no charges for tuition, books, or materials. The complete battery of GED tests costs \$10 and must be paid to the business office prior to testing.

How do students get help when needed?

The staff's main concern is meeting the needs of students. Always feel free to ask any of the teaching staff for help. Teachers are on duty from 8 a.m. to 4 p.m. so you may come early or stay late. A teacher doesn't always know when you need help. We hope that you'll take the responsibility of asking for assistance.

What counseling services are provided?

The counseling center, building 1640, is open for both day and evening students. Personal counseling, career planning, planning for future education, etc. are services provided by the college counseling staff. Students may either make their own counseling appointments or ask an instructor to set up an appointment.

May students use the Library and other campus facilities?

Students are issued a college library card and a student body card soon after enrolling. We urge students to take advantage of campus activities and opportunities.

What besides basic studies are offered at the center?

Consumer Education and Family Life Education classes are provided weekly by an experienced staff. Field trips, films, and other activities are planned according to student interests.

What is the difference between the GED program and the high school completion program?

The GED program prepares students to take five tests in math, English, social studies, literature, and natural science for which a high school

equivalency certificate is issued by the state department. High school completion classes are regular tuition classes for which students receive credits toward a high school diploma. Additional information is available at the learning center, at the adult education office or through the counseling center.

How do students contribute?

In addition to working together and helping each other study, students are urged to offer criticisms, questions, and suggestions. A regular student government is being established. The center director has an open door policy and urges students to come to him/her with any problems they don't feel free to discuss with their instructors. Regular opportunities are also provided for evaluating the program.

What ESL classes are available?

English as a second language classes are offered in room B at the learning center from 9 a.m. to noon Monday through Friday. Night classes will be added as needed.

APPENDIX B

TENTATIVE ORIENTATION CLASS AGENDA

MONDAY

Discuss general information sheet and answer questions
Tour campus locating counseling office, traffic office, business office
and student activity areas
Meet the learning center staff
Begin math placement test (so that I can circulate, visit with students
informally and help them fill out registration form)
Start as many students as possible in math books so that they have
something to take home with them

TUESDAY

Questions and answers
Discuss math objectives and methods for efficient use of math books and
math worksheets
Demonstrate placement in multiplication and division. Tests show most
students need these competencies.

Begin reading placement tests
Start students individually in their math books
A counselor will drop by to discuss services of the counseling office
Consumer education and family life education instructors will tell
students about their offerings and conduct survey of students'
interests in these areas
Students may attend consumer education class in the afternoon

WEDNESDAY

Questions and answers
Tour library and get library cards
Give English placement tests (to students above 6th grade level)
Pass out Interests, Needs, Problems assessments for students to fill
out
Start as many students as possible in their reading materials
(May work with GED level students in a group to go over GED study
guide. RFU level students may also be introduced to this program
in small groups with reading skills demonstrated and discussed.)
Administer phonetic inventories to students reading below 6th grade level

THURSDAY AND FRIDAY

Questions and answers

Pass out study skills assessments

Discuss specific study skills (SQ3R, dictionary skills, etc.)

Discuss spelling and vocabulary help available at the center

Complete all placement tests

Spend available time getting students started in English, helping them
with their math and reading

Talk with each student concerning his goals, needs, schedule

Go over checklist with each student to make sure he's completely
enrolled and informed

Visit with student and instructor in placing students in classes

Turn over tests and student profiles to instructors

STUDY HABITS AND ATTITUDES ASSESSMENT

- | | <u>Yes</u> | <u>No</u> | <u>Sometimes</u> |
|--|------------|-----------|------------------|
| 1. When having difficulty with work I try to talk it over with my supervisor or instructor. | | | |
| 2. After reading several pages of an assignment, I am unable to recall what I have just read. | | | |
| 3. I study to find answers to my questions-figure out my purpose before beginning to read. | | | |
| 4. I believe that teachers tend to avoid discussing present day issues and events with their classes. | | | |
| 5. When in doubt about the proper form for a written report or letter, I refer to an approved model to provide a guide to follow. | | | |
| 6. When I sit down to study, I find myself too tired, bored, or sleepy to study effectively. | | | |
| 7. I give special attention to neatness and organization when I write something. | | | |
| 8. I'm very likely to cut class whenever there is something I'd rather do. | | | |
| 9. I find most topics of learning meaningful and interesting. | | | |
| 10. I lose interest in reading materials very quickly. | | | |
| 11. I keep my study area neatly organized and free of distractions. | | | |
| 12. Lack of interest in schoolwork makes it difficult for me to keep my attention focused on reading assignments. | | | |
| 13. When reading, I try to get the meaning of important new words. | | | |
| 14. I lose points on a multiple-choice examination because I change my original answer only to discover later that I was right the first time. | | | |

15. Before beginning reading, I make use of the clues in a book such as headings, illustrations, and chapter summaries.
 16. It takes me a long time to get warmed up to the task of studying.
 17. As I read, I have questions in mind that I'm actually trying to answer.
 18. I read a newspaper but avoid the front page and editorial page.
 19. I'm able to read without saying each word to myself.
 20. I'm easily distracted when reading or studying.
 21. I look for the main ideas in what I read.
 22. My studying is done in a random, unplanned manner and put off as long as possible.
 23. As I read materials, I often take notes.
 24. I feel that it is not worth the time, money, and effort that one must spend to get a college education.
 25. As I study material, I often summarize it to myself.
 26. When an assignment is extra long or difficult, I either quit in disgust or study only the easier parts.
 27. In taking examinations, I read the directions and questions with care.
 28. I memorize grammatical rules, definitions of technical terms, formulas, etc., without really understanding them.
 29. At the start of an examination, I read the directions and questions with care.
 30. Some subjects are so uninteresting and dull that I have to "force" myself to do the reading.
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- 31. At the end of an examination, I proof-read or check my answers.
 - 32. I skip over the figures, graphs and tables in a reading assignment.
 - 33. I read most sections of the newspaper regularly.
 - 34. I believe that having a good time and getting one's full share of fun out of life is more important than education.
 - 35. When reading a long textbook assignment I stop periodically and mentally review the main points that have been presented.
 - 36. With me, studying is a hit or miss proposition depending on the mood I'm in.
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INDIVIDUAL NEEDS, PROBLEMS, PREFERENCES

Check the column that best sums up your response to the following statements:

	<u>Yes</u>	<u>Sometimes</u>	<u>No</u>
1. I prefer to study in a quiet place, free from noise and disturbances.			
2. When explaining a lesson or answering questions, people often use words that I don't understand.			
3. I have trouble with the mechanics of English.			
4. I would like to learn some notetaking skills.			
5. I feel confused and undecided as to what my educational and vocational goals should be.			
6. I seem to accomplish very little in relation to the amount of time I spend studying.			
7. I would like to improve my ability to "sound out" new words.			
8. I really don't know how to look up words in the dictionary.			
9. I'd like to learn how to read dictionary pronunciation keys.			
10. Difficulty in expressing myself in writing is a problem, and I'd like to improve in this area.			
11. I would like to improve my reading speed.			
12. I hesitate to ask a teacher for further explanation of an assignment that is not clear to me.			
13. I get nervous and confused when taking an examination and fail to answer questions to the best of my ability.			
14. Not understanding word meanings causes me trouble in many reading assignments.			

15. I have difficulty picking out the important points of a reading assignment.
 16. I can concentrate on a reading assignment for only a short while before the words become a meaningless jumble.
 17. Problems outside of school...financial difficulties, family conflicts, etc., cause me to neglect schoolwork.
 18. Prolonged reading or study gives me a headache.
 19. I prefer to study my lessons alone rather than with others.
 20. I like to work in small groups and compare notes with others.
 21. I don't like to be called on in a class situation.
 22. I would like to spend time adding words to my vocabulary.
 23. I'm embarrassed by my spelling when I fill in forms or write letters.
 24. I often use the wrong word such as "me" when I should say "I" or "run" when I should say "ran."
 25. I'm content with my present speech and grammar habits.
 26. I'd like to spend time improving my spelling.
 27. My spelling isn't the best, but I can live with it.
 28. I'm unsure of my "spoken" English grammar.
 29. I need to improve my skills in analyzing and answering questions involving reasoning, judgment, comparison, evaluation.
 30. I do poorly on tests because I find it hard to think clearly and plan my work within a short period of time.
-

31. I am unable to concentrate well because of periods of restlessness, moodiness, or "having the blues."
32. I have difficulty in picking out the important points of a reading assignment.
33. I have health problems that will interfere with my attendance.
34. I like very complete instructions on what to study, when and in what manner.
35. I would like to improve my handwriting.
36. I tend to work hastily and am poorly organized.
37. I never read a newspaper.
38. I have trouble pronouncing new words that I encounter in reading materials.
39. I'm self-conscious about the way I pronounce words and would like to improve in this area.
40. I'm eager to get a high score on the GED tests and would like to cover much background material in the five testing areas.
41. My goal is simply to pass the GED tests and I'll be content with minimum passing scores.
42. I'm limited in the length of time (days, weeks, months) that I can spend preparing for the GED tests.
43. My goal is not passing GED tests but in raising my present skills levels.

Additional problems, concerns, comments:

APPENDIX C

RESOURCES

Berne, Eric. What Do You Say After You Say Hello? New York: Bantam Books, 1972.

Bulpitt, Mildred. "The Adult Student," New Directions for Community Colleges: Understanding Diverse Students, Vol. I, No. 3 (Autumn 1973).

Klevins, Chester. Materials and Methods in Adult Education. Canoga Park, California: Klevins Publications, Inc., 1972.

Knowles, Malcolm S. Handbook of Adult Education in the United States. Washington, D.C.: Adult Education Association of U.S.A., 1967.

McElaney, Francis A. "Counseling in Adult Basic Education Programs," Adult Leadership, Vol. 15 (September 1966).

Miller, Harry L. Teaching and Learning in Adult Education. New York: Macmillan, 1969.

National Association for Public Continuing and Adult Education. "Your Students as Human Beings," Techniques for Teachers of Adults, Vol. XIII, No. 3 (December 1972).

Smith, Robert M. Handbook of Adult Education. New York: Macmillan, 1970.

Vitro, Frank T. "Implications of Self-Concept Theory for Education of the 'Total Adult'," Adult Leadership, Vol. 20, No. 2 (June 1971).

MODULE 15.3

TOPIC

Investigate methods and materials used in ABE programs.

LEARNING OBJECTIVE

Trainee will investigate methods and materials used in Adult Basic Education programs.

RATIONALE

If the counselor is to be an integral part of the adult education staff, he must be familiar with all aspects of the program. He must understand the content and process of the Adult Basic Education program if he is to offer the student meaningful guidance during the student's participation in the center. The counselor is often the first contact the student will have with the program. The student will have many questions about his educational program, such as: How long will it take? What if I can't do the work? Will I start over from the first? What about the GED test? Is it worth as much as a diploma?

The answers to these questions can only be given if the counselor is familiar with the placement process, individualized instruction methods, materials used in the center, and the GED test (General Educational Development Test, or high school equivalency). He will be able to reassure the student that the learning environment is non-threatening and supportive.

This module will introduce the trainee to the varied materials and methods used in the ABE center.

PREASSESSMENT

Directions: Orally or in writing, submit your answers to the following items with ninety percent accuracy.

1. Name three components of programmed or individualized instruction. Differentiate between linear and branching approaches.
2. List ten ABE materials that are programmed, as described by the publisher.
3. List three kinds of reading materials appropriate for adults at each level--beginning, intermediate, and GED.

4. List three sources of math materials appropriate for adults that include both beginning and GED levels.
5. Describe the purpose of the GED test. List the five content areas and organization of the test. Name the nearest testing center, cost of the test, and minimum passing scores in your state.
6. List two publishers of GED preparation books.

LEARNING ACTIVITIES

If possible, visit more than one ABE setting while completing these learning activities.

Learning Activity One

Play the role of a new student in an ABE setting. Take appraisal tests and follow a student schedule for one session. Use materials student would use in order to gain better understanding of individualized instruction method. Try at least ten different kinds of materials.

Learning Activity Two

Read what an expert in the field says about individualized instruction. Summarize your reading. (See Appended Materials for suggested references.)

Learning Activity Three

Examine reading materials of different levels in an ABE setting. On 3 x 5 cards, summarize contents as to level, skills taught, appropriateness for ethnic or social groups in your area.

Learning Activity Four

Examine math materials in an ABE setting. Summarize contents on 3 x 5 cards. Note advantages and disadvantages of each and look for materials which contain math for specific occupations.

Learning Activity Five

Become familiar with the GED test by talking with at least two ABE instructors and one official tester. Ask about content, organization, testing center, scores, and cost.

Learning Activity Six

Skim a set of GED preparation books and take a portion of each of five practice tests. (Publishers are Cowles, Cambridge, ARCO, Scribners, Steck Vaughn, Harcourt Brace, and YES Books.)

OPTIONAL LEARNING ACTIVITIES

Optional Learning Activity One

Attend ABE workshop on materials if one is scheduled in your area.

Optional Learning Activity Two

Develop a one-page survey which asks for student evaluation of materials and methods. Work with an instructor.

Optional Learning Activity Three

List study skills which would facilitate student learning. Develop a group counseling session relative to these skills.

POSTASSESSMENT

Following the same directions, complete the preassessment with ninety percent accuracy.

APPENDED MATERIALS

SUGGESTED REFERENCES

NSPI Journal, National Society for Programmed Instruction

Materials and Methods in Adult Education, Klevins (ed.). Klevins Publications, Inc., Canoga Park, California.

Handbook of Adult Education in the U.S., Knowles (ed.). Adult Education Assoc., U.S.A., Washington, D.C.

Modern Practice of Adult Education, Knowles. Association Press, New York.

Teaching and Learning in Adult Education, Miller. Macmillan Co., New York, New York.

Techniques for Teachers of Adults. "Everybody Has a Message," Vol. II, No. 2; "Learning is an Active Verb," Vol. XII, No. 1; National Association for Publications, Continuing and Adult Education.

Adult Learning, Adult Basic Education, Pre-Institute Seminar. Wayne State University, ERIC.

Adult Leadership. "Individualizing ABE Programs Through Learning Packets," Vol. 20.

GED TESTING

CHARACTERISTICS AND DESCRIPTION OF THE TEST BATTERY

Characteristics of the GED Tests

The primary use of the tests is to apprise the educational development of adults who have not completed their formal high school education. Therefore, the tests have been constructed somewhat differently from the usual school achievement tests, which are designed to measure immediate objectives of instruction. It is recognized that an individual can make considerable educational progress through a variety of educative experiences, both in school and in other situations. The educational progress of persons not in school is likely to be the result of firsthand observation, direct experience, self-directed reading and study, conversations and informal group discussions, and other experiences with problems, ideas, and people. In contrast to this is the educational development of students in the schools who learn largely by vicarious experiences through the use of textbook and formal pedagogical procedures presented in a sequential arrangement. In the schools there is likely to be a more complete and detailed coverage of specific facts and ideas than is true of the great variety of arrangements of subject matter and problems encountered in out-of-school learning experiences.

In consideration of these differences, the GED tests have been designed to measure as directly as possible the attainment of some of the major objectives of the secondary school program of general education. The emphasis in these tests is placed on intellectual power rather than detailed content; on the demonstration of competence in using major generalizations, concepts, and ideas; and on the ability to comprehend exactly, evaluate critically, and to think clearly in terms of concepts and ideas.

In measuring the outcomes of formal instruction, it may be necessary to place stress on detailed descriptive facts in order to be certain that the student thoroughly grasps the generalizations and concepts based on these facts. It is, however, expected that once the generalizations are firmly established, many of the substantiating details and the organization in which they have been learned will be forgotten. In school examinations, it is regarded as desirable to test for these details because of the recency of their acquisition and because they must be retained temporarily. In examinations intended for adults with varied experiences, the emphasis in the testing should properly be on the major generalizations, ideas, and intellectual skills which are the long-term outcome of a sound education.

Description of the GED Tests

Test 1: Correctness and Effectiveness of Expression--Part I of this test is a spelling list of 20 items of four words each in which the examinee is required to select the one misspelled word in each group.

Part II consists of several themes or compositions which have been systematically corrupted by including many of the most common faults found in the writing of high school and college students. Each theme is reproduced on the left-hand side of the page with certain words, phrases, and sentences underlined and numbered consecutively. On the right-hand side of the page several ways of revising each numbered portion are given. In each exercise the examinee is required to select the one best or correct way of revising the faulty theme, thus restoring the theme to its original form. This part includes items involving choice of words, uniformity, coherence, emphasis, sequences of tenses, redundancy, parallelism, punctuation, capitalization, agreement of subject and verb, and sentence structure.

Tests 2, 3, and 4 cover the areas of social studies, natural sciences, and literary materials. They are designed to determine the student's ability to interpret and to evaluate a number of reading selections representative of those he would have studied in formal high school work. Through this type of test the student can be held both directly and indirectly responsible for a wide background of fundamental knowledge. One's ability to interpret a printed discussion of any special subject obviously depends primarily upon how much he already knows and has thought about the subject involved and about the broad field from which it is taken. The more of this background the student possesses, the greater is the likelihood that he will answer correctly the questions calling for a direct interpretation of the passage read. This type of test can thus require that an integrated body of knowledge be brought to bear on particular problems without placing any undue premium upon the form or way in which the student's ideas have been acquired, or without penalizing him unduly for inability to supply any particular fact or set of facts where another will serve the same general purpose.

While thus well suited to the task of determining the extent of the student's background of substantial knowledge in the field tested, this type of test has been selected for use in this battery primarily because of its effectiveness in measuring certain generalized intellectual skills and abilities needed by the student for success in his later college work. These include ability to detect errors and inconsistencies in logic, to develop and apply generalizations, to determine the adequacy of evidence, to draw deductions from data, to note implicit assumptions and to "dig out" meanings not explicitly stated, to form value judgments, to recognize as such an appeal to the emotions rather than to the intellect, to recognize and resist the tricks of the propagandist, to detect bias, and many other abilities involved in critical thinking in general.

Test 2: Interpretation of Reading Materials in the Social Studies--This test consists of a selection of passages from the field of social studies at the high school level and a number of questions testing the examinee's ability to comprehend and interpret the content of each passage.

Test 3: Interpretation of Reading Materials in the Natural Sciences--This test consists of a selection of passages from the field of natural sciences at the high school level and a number of questions testing the examinee's ability to comprehend and interpret the content of each passage.

Test 4: Interpretation of Literary Materials--This test consists of a selection of passages, both prose and verse, taken from American and English literature, traditional and modern, and a set of questions testing the examinee's ability to comprehend and interpret the content of each passage. The concept of literary interpretation utilized in this test includes the ability to understand the literal and figurative meaning of words as used in the context; the ability to summarize ideas, characteristics, facts; the ability to interpret the mood; tone, purpose, or intent of the passage; and the ability to determine the particular effects achieved by some of the simple literary techniques.

Test 5: General Mathematical Ability--The test of general mathematical ability is a test of general problem-solving ability of a very practical sort. The problem situations vary widely in nature, including problems concerned with the estimating of costs of simple home repair projects, evaluating and checking simple business transactions, understanding and ability to make use of basic arithmetical, algebraic, and geometric concepts, employment of and familiarity with various units of measurement, the use of tables, scale drawings, and graphs, a knowledge of indirect measurement and approximate computation and estimation, understanding of some of the mathematical aspects of insurance, taxation, installment buying, investment, and statistics. (Note: Forms K and L of the tests have fourteen questions concerning the new mathematics.)